

**Texas Education Agency  
Standard Application System (SAS)**

**2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1**

<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	<small>Place date stamp here:</small>
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin, TX 78701-1494 </div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received  Texas Education Agency  2016 MAR 29 PM 12:27  Document Control Center  Division of Grants Administration </div>
<b>Contact information:</b>	21stCentury@tea.texas.gov	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Kennedale ISD	220914		
Vendor ID #	ESC Region #	DUNS #	
1756001899	11	037892569	
Mailing address	City	State	ZIP Code
PO Box 467	Kennedale	TX	76060

**Primary Contact**

First name	M.I.	Last name	Title
Logan		Barrett	Project Director
Telephone #	Email address		FAX #
817-563-8065	barrettl@kisdtx.net		817-483-3610

**Secondary Contact**

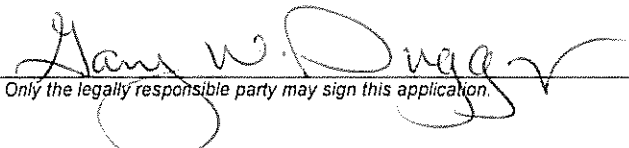
First name	M.I.	Last name	Title
Gary		Dugger	Superintendent
Telephone #	Email address		FAX #
817-563-8000	duggerg@kisdtx.net		817-483-3610

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Gary		Dugger	Superintendent
Telephone #	Email address		FAX #
817-563-8000	duggerg@kisdtx.net		817-483-3610
Signature (blue ink preferred)			Date signed


03/28/16  
Only the legally responsible party may sign this application.

**701-16-102-101**

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 09/2016

End date (MM/DD): 08/2017

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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On this date:

By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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On this date:

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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Kennedale ISD is seeking the 21<sup>st</sup> Century Community Learning Center grant in order to establish two learning centers to support our students and families in being successful in both their current academic setting and in their future college and career goals. Kennedale is a small blue-collar suburb in the DFW area. Our district serves approximately 3,100 students with an ethnic breakdown of 20.8% African American, 21.9% Hispanic, 49.5% White, 0.5% American Indian, 3.6% Asian, 0.4% Pacific Islander and 3.2% two or more races. Additionally, over one third of our students qualify as at-risk, 2% are identified as homeless, and 40.9% are economically disadvantaged. The ACE grant will benefit our students and families by providing opportunities for academic assistance, enrichment, family engagement, and career and workforce readiness. These opportunities will be offered before and after school at our intermediate and junior high campuses. Kennedale ISD is surrounded by large districts and communities – Arlington, Mansfield and Fort Worth – however, there are limited opportunities in Kennedale proper for KISD students to receive academic support and enrichment outside school hours. As a result of the high poverty rate and the limited community opportunities outside the school day, students are likely to be unsupervised, suffer academically, abuse alcohol and drugs, engage in risky behavior and drop out of school. The goals of our Campus and District Improvement Plans were based on the above data and address the specific needs our student and family population. Our ACE goals are directly aligned with the goals established by the Campus Improvement Plans and the District Improvement Plan.

Some of the specific needs we hope to address with our ACE centers in Kennedale ISD include:

- Meet and/or exceed standards on state assessment and local academic criteria for promotion
- Increase attendance, promotion and graduation rates, particularly among our at-risk population
- Increase family engagement opportunities and educational opportunities for parents (ESL, literacy, GED prep and parenting classes)
- Establish a culture in which there is a compelling invitation for participation among all stakeholders

The ACE grant budget was developed using the PRIME Blueprint. The needs identified by the Comprehensive Needs Assessment were analyzed to determine the number of students that could be served by the grant. Expenditures were based on district adopted salary scales for payroll, and quotes for contracted services and supplies. Many stakeholders were involved in our needs assessment including campus and district administrators, teachers, students, parents, and community members. The needs assessment will be an ongoing process to identify areas for continuous improvement. The management plan for the ACE grant will include constant collaboration and regular performance reviews to ensure that the centers are continuously meeting the ACE requirements. This collaboration will occur among the Project Director, Site Coordinators, Family Engagement Specialist, Coordinator of Public Relations, and Superintendent. In addition, the program will be evaluated biannually by an outside independent evaluator. Progress will be determined based upon improvements on our identified quantitative and qualitative data measures. All schedules for the grant have been completed and include detailed narratives describing how we will meet TEA and statutory requirements for the grant.

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By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Kennedale ISD will leverage all available fund sources in implementing the ACE grant. Upon completion of the grant cycle, funding will be absorbed by other federal, state and local fund sources. Kennedale ISD is proud to serve so many wonderful students and their parents, but too many of them have needs that are simply not being met during the regular school day. Our goal with the ACE program is to fill in those gaps and offer more customized support, not only on an academic level, but also on a physical, emotional and social level. Kennedale ISD currently has ACE centers at the elementary and high school level. These programs have had a high success rate for 2015-2016. Many parents of elementary participants have expressed great desire to have ACE at our intermediate and junior high campuses. Housing ACE centers at these campuses would provide for continuity of programming within the district. Often, secondary schools are not included in after school programs. There is a great need for an after school program at this age/grade level. If the students are engaged in meaningful programming after school they are less likely to get into trouble after school. We believe that an ACE program at the secondary level can lead to decreased rates of substance abuse, increased student attendance, increased academic achievement, increased promotion and graduation rates, and increased college and workforce readiness. Together, Kennedale ISD and ACE can build a new generation of students who will graduate confident, educated, and prepared for the future.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 220914			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$438,400	\$	\$438,400
Schedule #8	Professional and Contracted Services (6200)	6200	\$66,800	\$6000	\$72,800
Schedule #9	Supplies and Materials (6300)	6300	\$24,550	\$	\$17,550
Schedule #10	Other Operating Costs (6400)	6400	\$5250	\$	\$5250
Schedule #11	Capital Outlay (6600)	6600	\$36000	\$	\$36000
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$564,000	\$6000	\$570,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$564,000</b>	<b>\$6,000</b>	<b>\$570,000</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$
This is the maximum amount allowable for administrative costs, including indirect costs:					\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 220914		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$70000
5 Site coordinator (required)	2		\$120000
6 Family engagement specialist (required)	1		\$36000
7 Secretary/administrative assistant			\$
8 Data entry clerk	1		\$40000
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
<b>Auxiliary</b>			
11 Counselor			\$
12 Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
<b>Other Employee Positions</b>			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$71200
25 6121 Support staff extra-duty pay			\$71200
26 6140 Employee benefits			\$30000
27 61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs		\$
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		\$438,400

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 220914		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Transportation of students from center to home - \$20,000 per center	\$40,000
2	Independent Evaluator - \$3000 per center	\$6000
3	Cell phone – Site Coordinator #1	\$1200
4	Cell phone – Site Coordinator #2	\$1200
5	Cell phone – Family Engagement Specialist	\$1200
6	Cell phone – Project Director	\$1200
7	Contracted outside services for family engagement for all campuses – fees for outside entities to provide enrichment activities at centers	\$10000
8	Contracted outside services for enrichments for all campuses – fees for outside entities to provide enrichment activities at centers ex: Zumba, recreational sports	\$5000
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$7,000
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$72,800</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 220914		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$17,550
<b>Grand total:</b>		<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 220914		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$5250
<b>Grand total:</b>		<b>\$5250</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID:			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2	Mobile carts with computers	4	\$9000	\$36000
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$36,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>949</b>	
Category	Number	Percentage	Category	Percentage
African American	197	20.8%	Attendance rate	96.73%
Hispanic	178	18.8%	Annual dropout rate (Gr 9-12)	N/A%
White	505	53.2%	Students taking the ACT and/or SAT	%
Asian	42	4.4%	Average SAT score (number value, not a percentage)	
Economically disadvantaged	388	40.9%	Average ACT score (number value, not a percentage)	
Limited English proficient (LEP)	55	5.8%	Students classified as "at risk" per Texas Education Code §29.081(d)	46.6%
Disciplinary placements	12	1.3%		

**Comments**

American Indian: 5, .5%  
2 More Races: 22, 2.3%

\*This data is based on the 2014-15 Texas Academic Performance Report for each campus.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	3.7	5.62%	No degree	0	0%
Hispanic	3.0	4.56%	Bachelor's degree	53.2	80.9%
White	56.8	86.32%	Master's degree	11.4	17.3%
Asian	2.0	3.04%	Doctorate	1.0	1.5%
1-5 years exp.	11.7	17.8%	Avg. salary, 1-5 years exp.		N/A
6-10 years exp.	17	25.8%	Avg. salary, 6-10 years exp.		N/A
11-20 years exp.	14	21.3%	Avg. salary, 11-20 years exp.		N/A
Over 20 years exp.	21	31.9%	Avg. salary, over 20 years exp.		N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public							60	60	60	60					240
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>							60	60	60	60					240

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus currently has an extensive Comprehensive Needs Assessment (CNA) process. The campus organizes committees to examine data in each of the following areas: Demographics; Student Achievement; School Culture and Climate; Staff Quality Recruitment and Retention; Curriculum, Instruction and Assessment; Family and Community Involvement; School Context and Organization; and Technology. The Campus Improvement Plan is formulated based on data from the CNA. Each summer, the district conducts a District Comprehensive Needs Assessment in which data from the campus CNA's is analyzed and the District Improvement Plan is written based on these results. Throughout the year, the goals in these CIP's and the DIP are continually revisited and assessed. The documents are living documents, and are amended if needed. Changes are made to the CIP document itself and are distributed to stakeholders and published on the campus Web site.

In the spring semester, a Program Effectiveness Report is completed by each campus. The campus principal requests feedback from staff, parents, and students and then completes the document for the campus. This document rates programs and expenditure on effectiveness at meeting campus goals. In addition, program evaluations are done at the end of the year for all supplemental programs as a component of the District CNA. The data from the program evaluations and the Program Effectiveness Report are used collectively in determining which programs will be continued.

To ensure program compliance for all supplemental programs, the Federal and Compensatory Guidelines and Administrative Procedures Manual and EDGAR Manual is updated each school year. These manuals contain information for campus personnel on compliance with supplemental funding streams. Topics include such things as inventory, time and effort tracking, and timelines for reporting.

Grant funds will be used to pay only for activities occurring between beginning and ending dates of the grant as specified on the notice of grant award.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	Provide academic intervention to help students meet or exceed state and local academic achievement standards. Intervention will be provided through targeted tutorials, highly engaging planned student activities, and targeted intervention software.
2.	Improve Attendance	Highly engaging student activities will be planned using student interest surveys. These activities will be planned to create student interest in the program and promote attendance in the program. Student attendance in the school day would increase for students involved in ACE – the enthusiasm for participating in the after school activities would create a desire for the ACE students to attend school during the regular school day in order to have the opportunity to participate after school.
3.	Improve Behavior	Positive Behavior Supports will be integrated into the ACE program along with character building activities and counseling services. Mentoring programs will be used with students.
4.	Improve Promotion Rates	Provide accelerated instruction through research-based software programs that provide intensive intervention in academic subject areas.
5.	Improve Graduation Rates	College and career planning classes will be offered and encouraged, and the importance of high school graduation will be stressed.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelors degree required, supervisory experience required, prior experience with project management in ACE grants preferred
2.	Site Coordinator(s)	Bachelors degree required, experience in educational setting preferred
3.	Family Engagement Specialist	Bachelors degree or in process preferred, experience with family engagement work preferred
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve academic performance in classroom grades and state assessment	1. Students are targeted and recruited	08/01/2016	07/31/17
		2. Students attend intensive tutoring and remediation	08/22/2016	07/31/2017
		3. SC analyzes data to evaluate performance	10/01/2016	07/31/2017
		4. Changes are made as necessary based on performance	10/01/2016	07/31/2016
2.	Students show improvement in attendance rate	1. Attendance data is collected from 2015-2016	08/01/2016	09/30/2016
		2. Students attend ACE regularly	08/22/2016	07/31/2017
		3. SC analyzes attendance data to evaluate	10/01/2016	07/31/2017
		4. SC schedules conferences to encourage attendance	10/01/2016	07/31/2017
3.	There is a reduction in the number of student discipline referrals	1. Discipline referral data is collected from 2015-2016	08/01/2016	09/30/2016
		2. Students attend ACE regularly	08/22/2016	07/31/2017
		3. SC analyzes discipline referral data to evaluate	10/01/2016	07/31/2017
		4. Changes are made as needed to positive behavior program	10/01/2016	07/31/2017
4.	95% of ACE student participants will be promoted to the next grade level	1. Students are targeted and recruited	08/01/2016	07/31/17
		2. Students attend ACE regularly	08/22/2016	07/31/2017
		3. SC analyzes academic data to evaluate performance	10/01/2016	07/31/2017
		4. Changes are made as necessary based on performance	10/01/2016	07/31/2016
5.	Graduation rates will improve through college and career courses	1. Students are targeted and recruited	08/01/2016	07/31/17
		2. Students attend college/career courses regularly	08/22/2016	07/31/2017
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus currently has an extensive Comprehensive Needs Assessment (CNA) process. The campus organizes committees to examine data in each of the following areas: Demographics; Student Achievement; School Culture and Climate; Staff Quality Recruitment and Retention; Curriculum, Instruction and Assessment; Family and Community Involvement; School Context and Organization; and Technology. The Campus Improvement Plan is formulated based on data from the CNA. Each summer, the district conducts a District Comprehensive Needs Assessment in which data from the campus CNA's is analyzed and the District Improvement Plan is written based on these results. Throughout the year, the goals in these CIP's and the DIP are continually revisited and assessed. The documents are living documents, and are amended if needed. Changes are made to the CIP document itself and are distributed to stakeholders and published on the campus Web site.

In the spring semester, a Program Effectiveness Report is completed by each campus. The campus principal requests feedback from staff, parents, and students and then completes the document for the campus. This document rates programs and expenditure on effectiveness at meeting campus goals. In addition, program evaluations are done at the end of the year for all supplemental programs as a component of the District CNA. The data from the program evaluations and the Program Effectiveness Report are used collectively in determining which programs will be continued.

To ensure program compliance for all supplemental programs, the Federal and Compensatory Guidelines and Administrative Procedures Manual and district EDGAR Manuals are updated each school year. These manuals contain information for campus personnel on compliance with supplemental funding streams. Topics include such things as inventory, time and effort tracking, and timelines for reporting.

Grant funds will be used to pay only for activities occurring between beginning and ending dates of the grant as specified on the notice of grant award.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kennedale ISD's sustainability plan for our 21<sup>st</sup> Century Community Learning Centers will differ at the intermediate and junior high centers, but each will incorporate Title I funding, along with flexible scheduling.

At our intermediate center, a greater percentage of Title I funds will be contributed to sustain the center. In addition, flexible scheduling of professionals may occur so that there is no additional cost to the district for after hours personnel. For example, intervention teachers may begin their work day later in the morning, so that they will still be available to work in the after school hours that the center is open. The center would likely reduce the number of students served.

A greater portion of Title I funds would also be contributed to sustain the junior high center. Flexible scheduling would be used here as well. In addition, fewer students would likely be served, with open enrollment slots being charged a small program fee for participation.

In both cases a step increase in the contribution of Title I budget would occur throughout the life of the grant. For example, during the first and second years, the campus would contribute 5% of its Title I budget to center operations. During the third and fourth years it may contribute 10% of its campus Title I budget, and it may contribute 15% of its Title I budget in the fifth year and beyond. If necessary, a small amount may need to be charged for tuition to sustain the program. This would only be done if necessary and free and reduced lunch status would be taken into account.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Surveys of parents, staff, and students	1.	Surveys will be sent to parents, staff and students
		2.	Data will be reviewed with SC and PD
		3.	
2.	Observations by Site Coordinator and Project Director	1.	Site coordinator will visit classes on a daily basis
		2.	Project Director will conduct site visits
		3.	
3.	Advisory Board evaluations	1.	Advisory Board members review results of surveys
		2.	Advisory Board will review course offerings and suggest improvements
		3.	
4.	Data analysis of grades, test scores, attendance, behavior, and promotion	1.	SC and PD will analyze data along with campus administration
		2.	Improvements will be made as needed
		3.	
5.	Internal Audits	1.	Internal evaluator will visit sites and conduct interviews
		2.	Internal evaluator will share results with SC and PD
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection and evaluation will be critical to the success of our ACE centers, both to allow for planning appropriate activities and to evaluate program effectiveness. Both quantitative and qualitative data will be collected across numerous categories and in various ways throughout the program year.

Data will be monitored by the Site Coordinator and Program Director and reviewed on a monthly basis. As problems or challenges become evident, the Project Director and Site Coordinator will cooperatively develop a corrective action plan and share it with the appropriate staff members so that changes can be made to support continuous program improvement.

All student data will be treated with the same confidentiality processes that are employed throughout Kennedale ISD. Only staff members with members with educational need-to-know will be allowed access to identifiable student data.

Independent Evaluation of the program will take place at the end of each school semester (approximately January and July of each year). Kennedale ISD will seek an independent evaluator with knowledge of and experience with the 21<sup>st</sup> Century Community Learning Center Grant Program or similar programs.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Before/After School activities:** Reading, science, social studies and math intervention using research-based computer software and strategies; organizational skills; homework check and assistance and tutoring in core academic subject areas; character building activities; highly engaging student enrichment activities in fine arts, academics, STEM, robotics, and recreation areas. These activities will be supplemental to the regular school day as there will be more time to utilize non-traditional engaging teaching methods in order to connect with all learning types. Focus will be on hands-on, project based learning. Parent training – ESL, literacy, parenting skills and GED prep.

**Summer activities:** Character building activities; academic assistance to maintain momentum in core areas; highly engaging student enrichment activities in fine arts, academics, and recreation areas

Bus transportation will be provided to and from all centers. This will help eliminate a barrier for students who have limited transportation available.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kennedale ISD will disseminate helpful information about the community learning center through Web based, electronic and print communications. All information regarding the learning centers will be easily accessible and made available in both English and Spanish. Information about the learning centers will be posted on the district's home page as well as on the home pages of each individual campus. Printed collateral will be produced and made available at the administration building as well as in the front offices of each campus. All printed collateral will be available electronically as well for use in email communications. All postings and collateral will include registration information, learning center locations, times of learning center operations as well as contact information for key personnel at each learning center location. Kennedale ISD campuses will utilize all-school events and functions as opportunities to provide information regarding the learning centers and their offerings. In addition to district events, Kennedale ISD will work with its community partners to help disseminate information to constituents within the Kennedale community. Within all communication vehicles, Kennedale ISD will identify opportunities offered to families of student participants and encourage parent participation.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The academic readiness and enrichment component of the ACE program in Kennedale ISD will include intensive interventions in the core academic subject areas. These will include small group tutoring, and highly-engaging hands-on learning opportunities for the students. These activities will tie the interests of the students with the academic content areas. Activities may include: activities to foster higher order critical thinking skills; fine art programs to encourage application of reading, writing, math, and social studies skills as well as teambuilding, goal-setting, and decision making; cooking, nutrition, recreation and health activities to encourage lifelong positive habits to increase the likelihood of a healthy lifestyle; service and leadership learning to increase positive work habits; character lessons and counseling to promote positive behavior; and book clubs to encourage reading for pleasure. Whenever possible, advanced technology (laptops, portable tablets, interactive whiteboards) will be used to increase student interest and engagement in the activities.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE grant funds will be used to supplement other federal, state, and local funds in the district. Programs or activities required by state law, SBOE rules or local board policy will not be paid for with these funds. The district will maintain documentation that demonstrates the supplemental nature of these funds.

Funding will be coordinated with the following fund sources to maximize our resources for the program: Title I Part A, Title II, IDEA, IMA, and state and local funding. Many software programs that are used in the Kennedale ISD RtI programs will be used after hours in the ACE centers as intensive interventions.

The following approximate amounts have been spent on software and instructional materials from the following fund sources, and will contribute to the curriculum of our ACE centers.

Title I: \$6,800  
 IMA: \$142,500  
 State Compensatory: \$23,000  
 ESL: \$4,400

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities provided by the ACE center will meet the measures of effectiveness in the following ways:

- 1) The activities will be based on objective data gathered through our needs assessment. The needs assessment will not be an "event" in time with our ACE centers, but will be an ongoing analysis of data throughout the operation of the center. The data will be continually examined to target areas for improvement in the program. Data sources will include STAAR test results, district benchmark scores, classroom grades, attendance data, promotion data, graduation rates and discipline incident referrals to DAEP.
- 2) The ACE program will take advantage of scientifically research based programs funded through other supplemental sources. These programs have been validated through verification of white papers associated with the program or whatworksclearinghouse.com. In addition, teachers will receive professional development regarding the use of scientifically research based instructional methods. The Site Coordinator will monitor activity plans and delivery to ensure they are scientifically research based.
- 3) Kennedale ISD will establish and monitor performance measures at each ACE center. The district will disaggregate state assessment and benchmark data to the level of the TEKS in order to identify specific TEKS and objectives that ACE participants are struggling with. Activities will be intentionally planned to target these areas. Other measures that will be monitored include attendance rates, promotion and graduation rates, and disciplinary referrals to DAEP.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Kennedale ISD will partner with Community Based Organizations for the ACE grant. One partner, Red's Roadhouse, will partner with the ACE grant for all centers. Red's Roadhouse is a restaurant located in the Kennedale community. Red's Roadhouse has agreed to serve as a site for parent involvement speaking events, where a larger venue may be necessary. In addition, they have agreed to donate meals for the families in attendance at the Parent Involvement events.

Kennedale ISD will also partner with the North Tarrant Food Bank in order to provide hot meals to students, as well as snacks. This should greatly reduce the need for funding for snacks for the after school programs.

Other partners who will provide resources to the district and ACE participants throughout the grant are: The Parenting Center; Alliance for Children; Score a Goal in the Classroom; Pay It Forward; and local volunteer business professionals.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the summer prior to each school year, a district needs assessment is performed. Stakeholders involved in this process include campus and district administrators, teachers, students, parents, and business leaders. In addition, prior to the grant application a focus group was created to specifically identify needs in the district that the ACE grant could target. This focus group was comprised of district and campus administrators, parents, teachers, and community members.

Information analyzed came from the following sources:

- a. 6 weeks Rtl data
- b. School performance reports
- c. Interviews with school staff
- d. District and campus improvement plans and goals

The following needs were determined:

**Need 1:** The intermediate and junior high campuses need to provide students with opportunities for academic enrichment and intervention. This will help to increase the number of students who meet or exceed state standards on state assessment, as well as increase the number of students who meet local criteria for promotion.

**Need 2:** Our district needs to provide students with increased opportunities to successfully graduate and be prepared for college and the workforce. College and Career Readiness will be a focus of the ACE program.

**Need 3:** Our campuses need to provide students with a number of engaging enrichment opportunities in order to increase student interest and enthusiasm for attending school. This will directly effect our attendance rate at ACE campuses. These programs and activities may include counseling and character programs, art, music, physical education and health programs, nutrition, technology education and career readiness programs.

**Need 4:** The families in Kennedale ISD have a need for literacy, ESL, GED, and parenting classes as well as supervised after-school activities that could be met with the ACE program.

While Kennedale is surrounded by larger cities, there are few if any community resources to fill these identified needs within Kennedale proper. In most cases, our students with the greatest needs are those students who lack transportation after school and cannot access the resources that do exist in neighboring communities. These families also often are economically disadvantaged due to limited education and employability of the parents. Our ACE centers will strive to both provide effective intervention for struggling students and offer family programs that could better the socioeconomic standing of the entire household.

**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kennedale ISD implements behavioral RtI in addition to our existing academic RtI program. Since the beginning of the behavioral RtI program (2012-2013) we have seen a drastic reduction in the number of DAEP referrals among our students. The Kennedale ACE program at the two existing campuses has also led to a reduction in DAEP referrals. Kennedale ACE began in the 2014-2015 school year. The DAEP referral numbers are as follows:

<b>Year</b>	<b>Number of Elementary Referrals</b>	<b>Number of Secondary Referrals</b>
2010-2011	6	40
2011-2012	0	36
2012-2013	1	19
2013-2014	0	28
2014-2015	0	7

Our program consists of research based behavioral interventions occurring at the campus level. In addition, a District Intervention Counselor works with students who are on Tier 3 of our RtI process.

We have recently introduced software programs intended to reduce knowledge gaps in core academic areas. We have seen growth among our students in the reporting section of the software however, we do not yet have comparative before and after data on the state assessment. In addition, with the use of our credit recovery software, promotion and graduation rates are expected to increase.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kennedale ISD will reach out to churches and community centers in a call for volunteers as well as local institutes of higher education. The volunteers would undergo the same screening process that is currently used for Kennedale ISD volunteers which includes a background check.

Seniors are active in the Kennedale community, with groups actively participating in area churches. These groups would be specifically addressed in recruitment efforts. Kennedale ISD would reach out to community partners in an effort to provide transportation for the Senior volunteers to the ACE center, if needed.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**X Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Kennedale ISD's sustainability plan for our 21<sup>st</sup> Century Community Learning Centers will differ at the intermediate and junior high school centers, but each will incorporate Title I funding, along with flexible scheduling.

At our intermediate center, a greater percentage of Title I funds will be contributed to sustain the center. In addition, flexible scheduling of professionals may occur so that there is no additional cost to the district for after-hours personnel. For example, intervention teachers may begin their work day later in the morning, so that they will still be available to work in the after-school hours that the center is open. The center would likely reduce the number of students served to 100.

A greater portion of Title I funds would also be contributed to sustain the junior high school center. Flexible scheduling would be used here as well. In addition, fewer students would likely be served, with open enrollment slots being charged a small program fee for participation.

In both cases a step increase in the contribution of Title I budget would occur throughout the life of the grant. For example, during the first and second years, the campus would contribute 5% of its Title I budget to center operations. During the third and fourth years it may contribute 10% of its campus Title I budget, and it may contribute 15% of its Title I budget in the fifth year and beyond.

**Annual Timeline**

**Year 1:** Advisory Board will meet and begin drafting sustainability plan for centers. The Advisory Board will meet once a semester.

**Year 2:** Advisory Board will continue to meet once per semester. The Advisory Board will specifically work to recruit additional community partners and work on outside funding opportunities through these partnerships.

**Year 3:** Advisory Board will continue to meet once per semester. Final arrangements will be made to secure community partnerships and additional outside funding for the ACE program. District contributions will be finalized as well.

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On this date:

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD will utilize surveys to collect information from the community, parents and students regarding the ACE program in order to identify areas for potential improvement. Interviews and conversations with community members, parents, and students will also guide future planning for the grant. Information about the ACE program will be communicated to the community on a regular basis through multiple sources such as newsletters, web pages, printed collateral, and school functions.

Prior to the notice of grant award the following stakeholders and organizations were involved in planning the program: parents, teachers, campus and district administrators, and community organizations. Post grant award round table sessions, surveys, and interviews will be conducted with the following stakeholders: parents, teachers, students, campus and district administrators, and community organizations.

Stakeholders will be involved in creating program awareness, and evaluating program effectiveness and sustainability by serving on an ACE grant committee. The committee will be formed during the first year and will assist in the development of goals for the program, rally community support for the program, and assist in the development and implementation of the strategic plan. The Project Director will provide frequent updates to stakeholders on the progress of goals for the grant.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD will have an ACE staff handbook that contains procedures for operating. The Superintendent will oversee compliance for the grant. The Project Director will be in constant communication with the Superintendent regarding the grant, progress toward goal attainment, and compliance issues. The Project Director will attend the ACE Conference along with additional grant staff. The Project Director will meet regularly with Site Coordinators to discuss the Project Plan and the achievement of grant goals. Additionally, the Site Coordinators will meet with ACE staff to provide training and staff development and discuss center programming. The Project Director and Site Coordinators will work together to analyze data for the student attendees and adjust the program accordingly. The Project Director and Superintendent will regularly review the performance of grant partners to ensure that they are meeting the ACE requirements.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 1**      **Center Name:**  
James A Arthur Intermediate School

**9 digit campus ID#**      220914101      **Distance to Fiscal Agent (Miles)**      0.6

**Grade Levels to be served (PK-12)**      5-6

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>	120
<b>Number of Adults (parent/ legal guardians only) to be served:</b>	100

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 2**      **Center Name:**  
Kennedale Junior High School

**9 digit campus ID#**      220914041      **Distance to Fiscal Agent (Miles)**      1.2

**Grade Levels to be served (PK-12)**      7-8

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>	120
<b>Number of Adults (parent/ legal guardians only) to be served:</b>	100

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 4

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 6

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 8

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 10

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 3a:** Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kennedale ISD will intentionally recruit students for the ACE program. Staff will review STAAR assessment results, classroom grades, and discipline referrals to identify students most likely to demonstrate proficiency with additional academic and social/behavioral supports. Our program will focus on reaching the students who are most at-risk to ensure resources are used most effectively. Staff will contact identified individuals and their families to review the additional educational supports that are proposed. In the program, affirmative interactions among staff and students will encourage participation. Staff will offer frequent feedback about progress to students and families.

For any remaining student slots beyond the identified target students, application for ACE will be open to all students at the specified campus and grade levels. The goal of the selection process will be to serve students that the committee deems can be best served and impacted by ACE participation.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 3b:** Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The centers will be open for 36 weeks (13 hours per week) for the fall and spring semesters and 6 weeks in the summer (16 hours per week) for a total of 42 weeks. The summer schedule will run in June and July. The schedule will be as follows:

**Arthur Intermediate**School year schedule

Monday-Friday

7:15 am – 8:15 am

Monday – Thursday

3:45 pm – 5:45 pm

Summer Schedule

Monday – Thursday

8:00 am – 12:00 pm

**Kennedale Junior High**School year schedule

Monday-Friday

7:15 am – 8:15 am

Monday – Thursday

3:45 pm – 5:45 pm

Summer Schedule

Monday – Thursday

8:00 am – 12:00 pm

**TEA Program Requirement 3c:** Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Detailed records will be kept regarding student attendance at each ACE center. In addition, the student must be signed out from the centers by an adult that is authorized to pick them up. Information about each student's authorized adults for pick-up will be maintained with the sign-out book in such a way that staff has easy and immediate access to the information while maintaining student privacy. Bus service will be provided home from both locations in order to eliminate any transportation barriers that may exist.

District safety plans will be reviewed and followed during ACE operating hours. These include but are not limited to, procedures for fires, tornados, lock-downs, evacuations, and other emergencies. The ACE Project Director will work closely with the Associate Superintendent for Facilities and Operations to keep safety procedures current.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will work collaboratively with the ACE grant committee and Site Coordinators to ensure that all activities are aligned to identified student needs. The needs identified by our needs assessment may be referenced in the narrative related to statutory requirement 7. Each center will develop activities that are balanced across the four components: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. These activities will be research based, will be aligned with the TEKS and will expand or enhance student learning. Student interest inventories will also be used when planning activities in order to promote student engagement. The following will be taken into consideration when planning activities for the four areas:

**Academic Assistance:** Data from state assessments and district benchmarks will be disaggregated to the TEKS level so that activities will be focused on objectives that are the weakest among ACE participants.

**Enrichment:** Activities will be based on student interest surveys and will aim to serve interests that are not otherwise served during the regular school day.

**Family and Parent Support Services:** Input will be sought from campus teachers, counselors and administrators as to what topics are a critical need. In addition, parent surveys will help establish topics of interest. Since only 81% of the adult population in Kennedale has received a high school diploma, GED preparation classes will be offered as well.

**College and Workforce Readiness:** College and career courses will be addressed with the ACE program. Technology skills for college and the workforce will be addressed through classes targeting commonly used applications.

For academic and enrichment activities, activities will be planned to target participants' specific academic deficiencies while providing high levels of motivation and engagement. Student surveys and interviews will be used to guide activity planning in order to engage the specific interests of the students at each center (these may change over time). Academic deficiencies will be identified both at the group and individual student levels based on STAAR and local benchmark data, report card grades, and teacher input. KISD has an assessment data system that will enable ACE staff to disaggregate STAAR and benchmark testing data down to the TEKS level for both individual students and identified groups of students. This will enable activity planning for whole-group, small-group, and potentially even individual instruction.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kennedale ISD ACE centers will adhere to the 22:1 student:teacher ratio. Additionally, while students are working on computer-delivered intervention software, teachers will be tutoring students in small groups of 10 or less. Kennedale ISD has already implemented small group instruction methods throughout the district, so staff members have received professional development on best practices in delivery methods of small group instruction. Students' academic achievement will be continually monitored, and adjustments will be made on an ongoing basis regarding the amount of small group or individual instruction needed. Additionally, documented walkthroughs will be conducted by the Site Coordinator and Project Director to monitor effectiveness of activities and the delivery of small group instruction.

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County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kennedale ISD intends to staff a full-time Family Engagement Specialist. The FES will work closely with the Public Relations Coordinator to effectively communicate the learning center offerings for Family Participation opportunities. The FES will work with campus administrators, counselors, and teachers to create family involvement opportunities that address critical needs at the campus. The FES will meet regularly with the Project Director and Site Coordinators to ensure that the Family Engagement opportunities are meeting the needs of the families in ACE.

**TEA Program Requirement 5b:** Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will work closely with the Project Director, Site Coordinators, and Public Relations Coordinator to effectively communicate the learning center offerings for Family Participation opportunities. Kennedale ISD will disseminate helpful information about the family engagement opportunities through Web based, electronic and print communications. All information regarding family engagement opportunities will be easily accessible and made available in both English and Spanish. Information about family engagement opportunities will be posted on the district's home page as well as on the home pages of each individual campus. Printed collateral will be produced and made available at the administration building as well as in the front offices of each campus. All printed collateral will be available electronically as well for use in email communications. Kennedale ISD campuses will utilize all-school events and functions as opportunities to provide information regarding family engagement and participation opportunities. In addition to district events, Kennedale ISD will work with its community partners to help disseminate information to constituents within the Kennedale community. Within all communication vehicles, Kennedale ISD will identify opportunities offered to families of student participants and encourage parent participation.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220914

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kennedale ISD will host both a fall and spring all-center family engagement event at Red's Roadhouse, our community partner restaurant. This event will feature a public speaker, and a meal will be provided to the families free of charge (donated by our community partner).

In addition, each center will host family participation events for the ACE families at the campus. These will focus on specific needs of the campus participants. In conjunction with the ACE program, each campus will continue to hold its Title I family participation nights. These are fully funded with Title I.

Centers will also offer parent classes in the areas of literacy, ESL, parenting, counseling, and GED preparation.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 220914

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220914

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220914

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220914

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220914

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220914

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220914

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 220914

Amendment number (for amendments only):

**Part 1: Private Nonprofit School Contacts.** This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

**Total Nonprofit Schools within Boundary**Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **3****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☒ Certified letter☐ Documented phone calls☒ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**Total nonprofit schools participating: **0**Total nonprofit students participating: **0**Total nonprofit teachers participating: **0**No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

**Part 2: Consultation and Services.** Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

**Participant Consultation: Development and Design Phase Consultation Methods**

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 220914

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:    # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:    # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:    # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:    # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:    # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: